

## Sampit Elementary

69 Woodland AV  
Georgetown, SC 29440

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	368 Students	
<b>Principal</b>	Ms. Maudest R. Scott	843-527-4411
<b>Superintendent</b>	Dr. H. Randall Dozier	843-436-7000
<b>Board Chair</b>	Mr. Joe M. Crosby	843-436-7000

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	26	84	33

## IMPROVEMENT RATING

## EXCELLENT

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

## ADEQUATE YEARLY PROGRESS

## YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Good	Average	No
<b>2004</b>	Good	Good	Yes
<b>2005</b>	Average	Average	Yes
<b>2006</b>	Average	Excellent	Yes

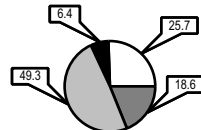
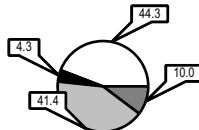
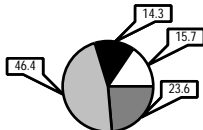
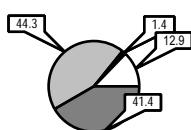
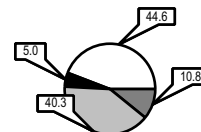
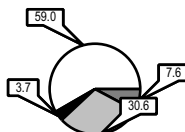
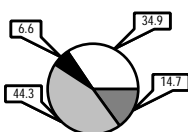
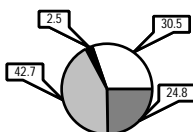
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	150	100.0	12.9	44.3	41.4	1.4	56.4	Yes	Yes
<b>Gender</b>									
Male	83	100.0	14.1	51.3	34.6	0.0	48.7	N/A	N/A
Female	67	100.0	11.3	35.5	50.0	3.2	66.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	41	100.0	2.6	39.5	55.3	2.6	73.7	I/S	Yes
African American	108	100.0	15.8	46.5	36.6	1.0	50.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	125	100.0	6.7	46.7	45.0	1.7	61.7	N/A	N/A
Disabled	25	100.0	50.0	30.0	20.0	0.0	25.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	150	100.0	12.9	44.3	41.4	1.4	56.4	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	150	100.0	12.9	44.3	41.4	1.4	56.4	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	125	100.0	14.8	47.0	37.4	0.9	52.2	Yes	Yes
Full-pay meals	25	100.0	4.0	32.0	60.0	4.0	76.0	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	150	100.0	15.7	46.4	23.6	14.3	53.6	Yes	Yes
<b>Gender</b>									
Male	83	100.0	19.2	50.0	20.5	10.3	51.3	N/A	N/A
Female	67	100.0	11.3	41.9	27.4	19.4	56.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	41	100.0	10.5	42.1	23.7	23.7	65.8	I/S	Yes
African American	108	100.0	16.8	48.5	23.8	10.9	49.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	125	100.0	9.2	47.5	26.7	16.7	60.0	N/A	N/A
Disabled	25	100.0	55.0	40.0	5.0	0.0	15.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	150	100.0	15.7	46.4	23.6	14.3	53.6	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	150	100.0	15.7	46.4	23.6	14.3	53.6	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	125	100.0	17.4	47.0	21.7	13.9	49.6	Yes	Yes
Full-pay meals	25	100.0	8.0	44.0	32.0	16.0	72.0	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	150	100.0	44.3	41.4	10.0	4.3	14.3
<b>Gender</b>							
Male	83	100.0	44.9	43.6	9.0	2.6	11.5
Female	67	100.0	43.5	38.7	11.3	6.5	17.7
<b>Racial/Ethnic Group</b>							
White	41	100.0	26.3	47.4	15.8	10.5	26.3
African American	108	100.0	50.5	39.6	7.9	2.0	9.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	125	100.0	39.2	45.0	10.8	5.0	15.8
Disabled	25	100.0	75.0	20.0	5.0	0.0	5.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	150	100.0	44.3	41.4	10.0	4.3	14.3
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	150	100.0	44.3	41.4	10.0	4.3	14.3
<b>Socio-Economic Status</b>							
Subsidized meals	125	100.0	47.8	39.1	10.4	2.6	13.0
Full-pay meals	25	100.0	28.0	52.0	8.0	12.0	20.0

<b>Social Studies</b>							
All Students	150	100.0	25.7	49.3	18.6	6.4	25.0
<b>Gender</b>							
Male	83	100.0	25.6	52.6	14.1	7.7	21.8
Female	67	100.0	25.8	45.2	24.2	4.8	29.0
<b>Racial/Ethnic Group</b>							
White	41	100.0	7.9	55.3	34.2	2.6	36.8
African American	108	100.0	31.7	47.5	12.9	7.9	20.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	125	100.0	21.7	50.8	20.0	7.5	27.5
Disabled	25	100.0	50.0	40.0	10.0	0.0	10.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	150	100.0	25.7	49.3	18.6	6.4	25.0
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	150	100.0	25.7	49.3	18.6	6.4	25.0
<b>Socio-Economic Status</b>							
Subsidized meals	125	100.0	30.4	49.6	14.8	5.2	20.0
Full-pay meals	25	100.0	4.0	48.0	36.0	12.0	48.0

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	59	100.0	17.3	40.4	38.5	3.8	42.3
	4	51	100.0	18.8	52.1	27.1	2.1	29.2
	5	47	100.0	6.8	45.5	43.2	4.5	47.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	52	100.0	14.6	33.3	52.1	0.0	52.1
	4	49	100.0	14.6	43.8	37.5	4.2	41.7
	5	49	100.0	9.1	56.8	34.1	0.0	34.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	59	100.0	25.0	61.5	11.5	1.9	13.5
	4	51	100.0	22.9	37.5	29.2	10.4	39.6
	5	47	100.0	11.4	43.2	31.8	13.6	45.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	52	100.0	14.6	58.3	22.9	4.2	27.1
	4	49	100.0	18.8	35.4	29.2	16.7	45.8
	5	49	100.0	13.6	45.5	18.2	22.7	40.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	59	100.0	51.9	46.2	1.9	0.0	1.9
	4	51	100.0	52.1	33.3	10.4	4.2	14.6
	5	47	100.0	45.5	38.6	11.4	4.5	15.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	52	100.0	45.8	45.8	8.3	0.0	8.3
	4	49	100.0	35.4	37.5	16.7	10.4	27.1
	5	49	100.0	52.3	40.9	4.5	2.3	6.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	59	100.0	44.2	55.8	0.0	0.0	0.0
	4	51	100.0	20.8	68.8	8.3	2.1	10.4
	5	47	100.0	38.6	43.2	11.4	6.8	18.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	52	100.0	22.9	56.3	18.8	2.1	20.8
	4	49	100.0	14.6	47.9	27.1	10.4	37.5
	5	49	100.0	40.9	43.2	9.1	6.8	15.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 368)</b>				
First graders who attended full-day kindergarten	93.3%	Down from 97.0%	100.0%	100.0%
Retention rate	6.1%	Up from 4.8%	3.8%	2.8%
Attendance rate	96.7%	Up from 96.2%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 8.9%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 8.9%	0.0%	0.0%
Eligible for gifted and talented	11.8%	Down from 15.5%	4.3%	10.4%
On academic plans	0.0%	N/AV	48.0%	33.6%
On academic probation	0.0%	N/AV	1.9%	1.0%
With disabilities other than speech	6.1%	Down from 7.4%	7.3%	7.5%
Older than usual for grade	0.9%	Down from 1.5%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 31)</b>				
Teachers with advanced degrees	58.1%	Up from 53.3%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	5.4%	N/A	4.7%	2.4%
Teachers with emergency or provisional certificates	3.8%	Down from 11.1%	2.4%	0.0%
Teachers returning from previous year	87.2%	Down from 87.5%	84.6%	87.3%
Teacher attendance rate	95.7%	Up from 95.6%	94.6%	94.9%
Average teacher salary	\$42,011	Up 4.7%	\$41,427	\$42,485
Prof. development days/teacher	12.4 days	Up from 7.1 days	14.1 days	13.3 days
<b>School</b>				
Principal's years at school	16.0	Up from 15.0	4.0	4.0
Student-teacher ratio in core subjects	14.4 to 1	Down from 15.0 to 1	16.5 to 1	18.6 to 1
Prime instructional time	91.2%	Up from 90.5%	88.5%	89.7%
Dollars spent per pupil*	\$8,904	Down 5.1%	\$7,484	\$6,557
Percent of expenditures for teacher salaries*	57.7%	Up from 54.3%	61.5%	64.0%
Percent of expenditures for instruction*	63.2%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	95.6%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Good	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	11.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	7.2%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Sampit Elementary School, a nationally recognized Blue Ribbon School-2005, is a rural community school with nearly 400 students. We are very proud of our students, our community, our faculty and staff, and our campus. Our school is rich in heritage and serves students in Pre-K through grade 5. We teach our children at Sampit to be successful in both academics and in their quest to become confident and productive members of society. Sampit Elementary created a culture of learning with a comprehensive curriculum that encouraged students to strive for excellence at every developmental level, have high expectations, and become self-motivated. Educational and emotional needs of the students were met through small class sizes, a comprehensive reading program, innovative approaches to mathematics education, cross curricular connections, and scheduling that allowed for the continued professional development of the staff.

Students were immersed in rich literature available at the individual student's developmental level through the 100 Book Challenge Reading Program. Through modeling, coaching, and discussion, students were equipped with a wealth of strategies they can use to add to their reading fluency. Strong unit planning strategically integrated both social studies and science with the students' literature study.

Opportunities for students' continued growth and development were provided through technology, music, art, and physical education. The mathematics curriculum provided the students with concrete, tactile learning in math instruction. The Everyday Math Program furnished the students with an array of manipulatives and tools that they used to solve problems based on real life situations. The spiraling curriculum uses games for continued practice so that the children can begin to apply what they learned during investigations and explorations. The level of instruction is highly challenging and encourages cooperative learning experiences. This approach to instruction allowed the students to grasp the standards in a meaningful way.

Academic success is a top priority for all of our students. We realize the powerful potential for improving student performance when the home, school, and community join forces for the good of our children. We believe in providing parents with resources to help their children learn at home. Therefore, we expanded the use of our home-centered Playstation-based learning program called Lightspan to all 3rd graders and selected 4th and 5th graders. Parents of our Pre-K children participated in a home-centered reading and math program called Book Bag Buddies. We continued to offer in-school tutoring and Extended Day instruction to meet the academic needs of our students.

The parent, community, and school partnership is a crucial force our children need to be successful in life. This year we had many parents and business partners working with us for the benefit of our children. They came and read with the children. They donated time, money and bicycles for our Bikes for Reading. Working together we can make our school a success!

Maudest Rhue-Scott, Principal  
David Britton, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	33	48	41
<b>Percent satisfied with learning environment</b>	100.0%	95.8%	97.6%
<b>Percent satisfied with social and physical environment</b>	100.0%	95.8%	97.6%
<b>Percent satisfied with school-home relations</b>	69.7%	95.8%	90.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.